PERSONNEL MOVEMENT AND MANAGEMENT PROGRAM (PMMP)

Purposes of PMMP

Improve succession and leadership planning by estimating turnover in senior positions and identifying and developing prospective candidates.

Stimulate the systematic personal development of individuals in the Grades GS-11 through GS-14, in accordance with management's assessment of personal needs.

Increase the participation of Deputy Directors in the process of executive and personal development.

Conform to requirements of the Federal Guidelines for Executive Development by estimating turnover in executive positions; identifying and developing potential replacements; increasing their versatility by exposure to different kinds of experiences; and effectively utilizing training resources for personal development.

Improve annual personnel planning within each career service by estimating probable separations and determining appropriate levels of EOD's, reassignments and promotions.

Process of Executive Development

Products	Procedures	Suggested Scheduling
EYES ONLY Executive Candidates Roster (EXEC) and Executive Developmental Training and Assignment Inventory	Each career service to complete review of positions GS-15 through GS-17 expected to become vacant during FY 1973-1976 and identify candidates GS-13 and above as potential replacements (ordinarily two or more prospects). Each career service to evaluate critical and atypical requirements of positions expected to become vacant during FY 1973-1976.	By mid-September 1972.
	Each career service to evaluate personal developmental needs of each EXEC candidate, taking into consideration (1) the special requirements of the position or positions concerned and (2) the desired developmental improvements or experiences specifically applicable to the individual concerned.	By mid-October 1972.
	Each career service to forward EXEC Roster and EXEC Executive Developmental Inventory to Deputy Director concerned.	By mid-October 1972.

Products	Procedures	Suggested Scheduling
	Each Deputy Director to review material with Heads of Career Services.	By mid-November 1972.
	Each Deputy to forward Directorate Executive Development program to ExDir-Compt.	By early December 1972.
	ExDir-Compt to meet separately with each Deputy on his Executive Development program.	By latter December 1972.
	ExDir-Compt to meet with Deputies as members of EMRB in discussion of Agency Executive Development program.	By latter January 1973.

Process for Determining Personal Developmental Needs of
Personnel in Grades GS-11 through GS-14

| Estimated Upward Movement in Grades GS-11 through GS-14; Assignment Inventory for Development of Personnel GS-11 through GS-14; and Training Inventory for Development of Personnel GS-11 through GS-14. | Each career service to complete review of turnover and cumulative promotional possibilities in Grades GS-11 through GS-14 during FY 1973-1976. Each career service to review the promotional readiness of each individual careerist in Grades GS-11 through GS-14 to advance one or more times during FY 1973-1976. Each career service to compile information on promotional headroom available and promotional headroom needed in Grades GS-11 through GS-14 on PMMP Form 3. | By mid-November 1972. |
| | Each career service to determine specific prospective assignments, rotations, details, orientations and other kinds of job experiences within or without the career service that would be helpful, important or essential in preparing each individual having the inclination and the potential for development. In specifying individual developmental actions, each career service to concentrate not only on the requirements of probable future assignments for the individual affected, but also individual experience gaps. Each | By mid-November 1972. |

2

Products	Procedures	Suggested Scheduling
	career service to summarize information on PMMP Form 4.	
	Each career service to identify and stipulate specific training experiences, both within and without career service for each individual with the inclination and potential for development. Each career service to summarize information on PMMP Form 5.	By mid-November 1972.
	Each career service to forward narrative report on overall findings, problems and planned corrective actions, resulting from this process.	By end-November 1972.

Process for Annually Projecting Probable Turnover and Optimal EOD's, Reassignments and Promotions for Ensuing Fiscal Year

Products	Procedures	Suggested Scheduling
Staffing Profile (GS, wage board and military personnel)	Each career service to estimate separations (all causes) for wage board, military and all grades of GS personnel; adjust for any ceiling increases or decreases in the fiscal year, by grade; and determine by grade the number of new personnel that will be brought into the career service, either by reassignment or from outside the Agency to maintain on-duty-strength at ceiling. (Each career service to project reassignments out as well as Agency separations in estimating its total turnover by grade.)	By mid-November 1972.
	Taking into account expected EOD's and reassignments-in by grade versus separations and reassignments-out by grade, each career service to plan the probable number of promotions to each grade.	By mid-November 1972.
	Each career service to forward to the Deputy Director a narrative report summarizing results obtained in preparing the FY 1973 Staffing Profile.	By end-November 1972.

3

PMMP Form 1.
Date _____

_____ Career Service
Executive Candidates Roster (EXEC)
(Expected Vacancies in GS-17 through GS-15 Positions
During FY 1973-1976 and Candidates for Development)

EXPECTED VACANCIES				POSSIBLE CANDIDATES B/				ADVANCEMENT POTENTIAL (CHECK ONE)		
ESTIMATED YEAR OF VACANCY A/	ESTIMATED MONTH OF VACANCY	GRADE A/	NAME OF INCUMBENT AND POSITION TITLE	NAME OF CANDIDATE AND POSITION TITLE	DATE OF LAST PROMOTION	DATE OF MANDATORY RETIREMENT		1 GRADE	2 GRADES	OVER 2 GRADES

PMMP Form 1

A/ Show first all expected vacancies during FY 1973 in GS-17 through GS-15 jobs resulting from employee separations (in descending grade order); then present information in same way for years FY 1974-FY 1976.

B/ Two or more candidates will be identified when desirable for each position from among employees GS-13 and above. Prospects may be designated from outside the career service. The same employee may appear as a candidate for more than one vacancy expected to occur during FY 1973-FY 1976. (The testing, coaching, observing and developing of such employees should take into account the requirements of the position or positions for which they have been designated as prospective replacements.)

If a prospective candidate is scheduled to retire within two years from the date he would incumber the expected vacancy or is being considered to fill a vacancy for a period of two or less years, attach to this table an explanation why he is a candidate (e.g., level of qualifications or future utilization and development). Likewise, attach a similar explanation in the event an employee outside the career service is designated as a prospective replacement.

PMMP Form 2
Date _____

_____ Career Service

EXECUTIVE DEVELOPMENT TRAINING AND ASSIGNMENT INVENTORY

Name of Executive Candidate To Be Developed	Substantive, Managerial and Professional Job Assignments, Experiences and Orientations		Training (within Career Service, OTR, External, College, etc.) and other Developmental Actions	
	Action(s) and Purpose(s)	When	Action(s) and Purpose(s)	When

PMMP Form 3

Date _____

_____ Career Service
Estimated Upper Movement in Grades GS-11 through GS-14
Fiscal Years FY 1973 - FY 1976

GRADE	FY 1973			FY 1974			FY 1975			FY 1976		
	(1) EST. PROMOTION HEADROOM WITHIN GRADE	(2) PROMOTION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) IS OVER/ UNDER COL (1)	(1) EST. PROMOTION HEADROOM WITHIN GRADE	(2) PROMOTION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) IS OVER/ UNDER COL (1)	(1) EST. PROMOTION HEADROOM WITHIN GRADE	(2) PROMOTION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) IS OVER/ UNDER COL (1)	(1) EST. PROMOTION HEADROOM WITHIN GRADE	(2) PROMOTION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) IS OVER/ UNDER COL (1)
GS-14												
GS-13												
GS-12												
GS-11												

Explanations:

Estimated promotion headroom within each grade in FY 1973 consists of (1) current estimated CSGA spaces (plus or minus) in that grade and (2) cumulative turnover in that grade during the balance of FY 1973 (i.e., estimated turnover within the grade plus the total of estimated turnover in all grades above that grade). Promotion headroom in FY 1974-FY 1976 consists of cumulative turnover in each grade as defined in (2) above. Although estimated promotion headroom is largely a function of turnover, it should be recalled that an excess of reassignments-out in relation to reassignments-in at a given grade level will increase promotion headroom, and vice versa. Accordingly, an adjustment should be made as applicable in the estimated promotion headroom at each grade (a plus figure if RO's exceed RI's and a minus figure if RI's exceed RO's).

Explanations (Cont.)

The estimated annual promotion headroom needed within a career service in each grade is the total number of career-
ists expected to become ready for promotion to that grade within a given year. Promotion headroom needed each year
within a given grade is determined by the career board or panel evaluating the potential, developmental needs and
"promotional readiness" of each individual careerist in the grade below and totaling those determined to be ready
for promotion. The number ready for promotion to a given grade is a qualitative judgment of the career board with-
out regard to the level of past promotions or the estimated capacity of the career service to make promotions to
that grade. The career board or panel may take into account the time-in-grade each careerist has already served
and whether he is expected to move up on a fast track time-in-grade, an average track time-in-grade, a slow track
time-in-grade, or not at all. Prior to plotting the promotability of each individual careerist one or more times
during the next four years, the career board or panel could establish separate TIG norms for fast, average and slow
tracks and decide what standards, criteria, documentation and review procedures it will follow in looking at the
promotional readiness of each careerist.

In estimating the volume of promotion headroom needed within each grade for each Fiscal Year, consideration should
be given to the number of new employees who will probably be entered-on-duty during FY 1973-FY 1976 and thereafter
promoted one or more times to the Grades GS-11 and above.

(NOTE: Separate forms are used in planning and implementing the Personnel Movement and Management Program for
filling future vacancies in positions above GS-15 during the next four years and for identifying personnel GS-13
and above who are qualified prospects for future assignment to such positions and interim executive development.)

PMMP Form 4

Date _____

_____ Career Service
Assignment Inventory for Development of Personnel GS-11 through GS-14
(Excludes Executive Developmental Assignments)

NAME	GRADE	COMPONENT	SPECIFIC ASSIGNMENT(S) OR EXPERIENCES AND LOCATION (IF APPLICABLE)	NATURE AND PURPOSE OF DEVELOPMENTAL ACTION(S)	DATE(S) OF ASSIGNMENT A/	LEVEL OF PRIORITY B/

PMMP Form 4

a/ Could encompass brief or long periods: series of briefings, details of several months, orientations of a few weeks, two-year tours, etc.

b/ Indicate the level of priority for each entry using these symbols:
    A. Essential for personal development
    B. Important for personal development
    C. Helpful for personal development

NOTE: This Inventory is confined to developmental assignment needs, as perceived by a career service. It is not to be construed as an all inclusive list of assignments to be given to individual employees, either upon their request or upon the initiation of their career service or component.

PMMP Form 5

Date _____

_____ Career Service

Training Inventory for Development and Enhancement of Personnel GS-11 through GS-14
(Excludes Executive Developmental Training)

NAME	GRADE	COMPONENT	EXPLAIN NATURE OF TRAINING (IF NOT APPARENT) (CONSIDER TRAINING INSIDE CAREER SERVICE, OTR, OUTSIDE AGENCY, ETC.)	DATE(S) OF ACTION(S)	LEVEL OF PRIORITY A/

ADMINISTRATIVE - INTERNAL USE ONLY

a/ Indicate level of priority for each proposed action:

    A. Essential for personal development
    B. Important for personal development
    C. Helpful for personal development

NOTE: This Inventory is confined to developmental training needs, as perceived by a career service. It is not
        to be construed as an all inclusive list of training to be given to individual employees, either upon their
        request or upon the initiation of their career service or component.

PMMP Form 6

Date_____

_____ Career Service
FY 1973 Staffing Profile
(Volume of Estimated Personnel Movement in All Staff Personnel Categories)

ITEM	TOTAL	GS GRADES															SPS EP&PL	WAGE BOARD	MIL.
		GS-18	GS-17	GS-16	GS-15	GS-14	GS-13	GS-12	GS-11	GS-10	GS-09	GS-08	GS-07	GS-06	GS-05	GS-04	GS-03			
I. PRESENT ON-DUTY-STRENGTH AND ESTIMATED ODS AT FOREPART OF FY 1973 (WITH CEILING ADJUSTMENT)																				
A. ESTIMATED ODS IN MOST RECENT MONTH FOLLOWING 30 JUNE 1972																				
B. ODS ADJUSTED FOR CEILING CHANGES DURING BALANCE FY 73 (BY GRADE)																				
II. ESTIMATED PERSONNEL LOSSES IN FY 1973																				
SEPARATIONS REASSIGNMENTS OUT OTHER (LWOP, CONVERSIONS ETC.)																				
TOTAL																				
III. PLANNED PROMOTIONS AND PERSONNEL GAINS IN FY 1973																				
PROMOTIONS TO GRADE FROM GRADE																				
NET PERSONNEL GAINS EOD'S REASSIGNMENTS IN OTHER (LWOP, ETC.)																				
TOTAL																				
IV. ESTIMATED ON-DUTY-STRENGTH AT END OF FY 1973																				
PROJECTED ODS 30 JUNE 1973 (LINE IB ADJUSTED FOR TOTALS AND NET CHANGES IN II AND III)																				

SECRET

Agree basic scheme good but propose 5 years vice 10 or 3.

1 9 MAY 1972

NOTE TO: Mr. Coffey

SUBJECT : PMMP (Personnel Movement and Management Program)

1. All Career Services of the Support Directorate including the "S" Career Service have completed the following steps in assessing their professional (GS-09 - GS-14) requirements for the 70's:

      a. Estimated headroom for upward movement created by resignations, separations, retirements (both voluntary and mandatory), and now predicted requirements for input into the Career Service.

      b. Determined number of professionals who have the potential and are ready for advancement during the 70's. Reviewed records to determine what officers would be promoted and the frequency of their promotions during the next ten years.

      c. Matched projected headroom available over the next ten years against number of professionals ready for promotion and analyzed problems.

2. The analysis made by each component as noted in the last step 1. c is summarized in the attachment. No further action has been taken on the PMMP since the Fall of 1971 because of personnel reductions and average grade restrictions.

Attachment

25X1

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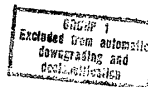
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PMMP - 70's

Problem Areas	Support	Personnel	Logistics	Security	Communications	Finance	Medical	Training
Deficient Promotion Headroom	GS-11 to 13 *thru FY 75 "hump"*	1972-76 - GS-12 to 14 1976-80 - GS-13 to 15	1972-76 - all grades except GS-13 1976-80 - all grades	GS-14 through GS-17	GS-11 through GS-13	Middle and Lower Grades	Medical Service Off. GS-12 through GS-16	
Limited Input to Maintain Proper Mix of Careerists - (Professional, Technical & Clerical)		XX	XX	XX	XX	XX		
Identify Careerists for Early Retirement or Separation	XX	GS-13 and above	XX	XX	XX	XX		PM exper. officers only
ADP Exposure for Careerists	XX		XX			XX	XX	
Identification of Clericals & Blue Collar Workers for Professional Status			XX					
Movement of Personnel between Directorate Offices in Support Directorate	XX		Within Logistics					
Recruitment Needs Identified	Input by way of individual Dir- ectorate Offices rather than direct hire	20 professionals GS-07 to GS-09		Per year - 2 electronic eng. 2 interrogation officers with language 10 - 12 investigators		Professionals at GS-07 level during next 3 years 6 to 10 per year. After 3 years average 12 to 15 annually		Young & mid level officers with instructor experience (5 per year)
Review Training and Assignments to Develop Careerists	XX	XX	XX	XX		XX	XX	

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	SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM		
	UNCLASSIFIED	CONFIDENTIAL	SECRET

OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	DD/S		
2			
3			
4			
5			
6			

	ACTION		DIRECT REPLY		PREPARE REPLY
	APPROVAL		DISPATCH		RECOMMENDATION
	COMMENT		FILE		RETURN
	CONCURRENCE		INFORMATION		SIGNATURE

Remarks:

FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.	DATE
Executive Director-Comptroller	14 Jun 72

	UNCLASSIFIED		CONFIDENTIAL		SECRET

FORM NO. 237   Use previous editions   (40)

Page Denied

Next 1 Page(s) In Document Denied

Executive Registry

72-3334

6 June 1972

MEMORANDUM FOR: Director of Personnel

THROUGH   : Deputy Director for Support

SUBJECT   : Personnel Movement and Management
                       Program (PMMP)

REFERENCE   : Memo to ExDir from D/Pers dtd 5 May 72,
                       Same Subject

1. Following the general discussion with the Deputies on personnel at the Director's Annual Conference, I believe we are ready to go ahead with refinement of our efforts in this field. As you point out, this relies upon the use of the PMMP. Before circulating the PMMP in the form attached hereto, I would like to have a discussion with you and your staff on the PMMP, in which we might probe a bit into whether it could be expanded in concept to become a counterpart in personnel planning to the annual program and budget in the financial field. There are a number of ways in which it might be expanded or altered to help this process.

2. The PMMP is aimed at the career services. In some cases these coincide with the directorates, but in others they do not. Do we have a way in which we can be sure that the Deputies are clearly seized of command responsibility with respect to their personnel, even though these may be divided into different career services? I believe it is essential to ensure the full participation of the individual Deputies in a command sense if the PMMP is to succeed in its purpose.

3. The forms attached to the PMMP calling for statistical analysis are quite appropriate to analyze some of the statistical pressures faced by the different career services and directorates. However, average-grade planning, separation and promotion rates and entrances on duty (beginner and lateral) could be included within an expanded PMMP, as well as such matters as the use of QSI's, acceptance into career status, etc.
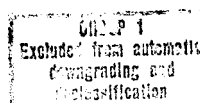
- 2 -

These could crystalize plans and set goals against which implementation could be measured periodically during the year.

4. The PMMP could also provide the basis for planning for leadership selection and development. In other words, the career services could identify by number, although not by name, candidates at each grade level for special leadership development, training assignments, etc. Similarly, it could show the number of individuals the career service proposes to rotate for leadership development to other types of assignment and receive from other career services for leadership development.

5. Form 2 calls for narrative comments on various problems, certainly appropriate. I think that certain others might be highlighted, however. For example, I think a specific report on preparatory steps being taken in the career service against the day of substantial ceiling reductions would be an appropriate item to encourage the identification of the least productive employees in the service for counseling, early retirement, or even movement out if this should become essential.

6. The average age trend of the career service (and by grade) could also be included, with a breakdown of what steps are taken in terms of recruitment at younger levels and retirement counsel at older levels to compensate for any adverse trends identified. This could include some indication of the proportion of younger officers at grades GS-14 and above and statistical goals for this category in the future. It could also include a presentation of the PRA situation and any problems posed.

7. The PMMP would seem a highly appropriate vehicle through which to implement our EEO program of goals and measurement of progress.

8. Could the PMMP also be a vehicle for a statistical report on the degree to which vacancy notices were issued (over past years) and, secondly, the degree to which they resulted in accessions from outside the immediate office concerned? This could show us the degree to which different offices and career services are implementing this device.

- 3 -

9. The PMMP also, I think, should be the basis for the career services to plan for and report on training. This could bring out the numbers attending the so-called "core" courses, those attending the language courses (or obtaining waivers), and those attending skills courses -- either basic skills general to the Agency or special skills appropriate to the directorate, office, or job. This would give us some reflection of the impact of training upon the total career service complement and carry along the idea of ensuring the best possible integration of training with personnel development generally.

10. In perhaps simpler words, what I am suggesting is that the PMMP be the vehicle for an annual planning not only of some of the overall statistical aspects of our personnel situation but also for planning and reporting progress or lack thereof on some of the individual personnel programs of major importance. I think of it as less a report by the career services to the Agency level than an exercise which requires each of the career services to analyze its own situation and at the same time give the Agency level a vehicle to identify units which are achieving particular goals or falling particularly behind. This is what I think we might discuss with your staff.

W. E. Colby
Executive Director-Comptroller

DD/S Distribution:
  Orig - D/Pers
    1 - DD/S Subject

D D / S R E G I S T R Y

F I L E *Personnel 5*

DD/S 72-1908

12 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

Bill:

The attached gives me a number of problems
which I've not taken time to sort out since I understand you are looking
for the paper.   The problems include:

(a) I do not believe the request should go
to Career Service Heads except through and with the agreement
of the Deputy concerned

(b) The memo, revised per (a) above, should
be signed by the Executive Director not the Director of
Personnel

(or re both (a) and (b) discuss at a
Deputies Meeting)

(c) Three weeks is an unreasonably short
deadline

(d) I don't recognize "Executive Committee"
and believe Career Services would have difficulty with this

(e) The tone of the questionnaire seems
inferentially critical.

(Signed) John W. Coffey

John W. Coffey
Deputy Director
for Support

Att

DD/S:JWC:llc (11 May 1972)
Distribution:
  O - Addressee w/O att *by hand*
  1 - DD/S Chrono - w/ att
  1 - DD/S Subject - w/cc att
  1 - ER w/cc att

Att: DD/S 72-1847 - Memo for ExDir-Compt frm D/Pers dtd 5 May 72 subj:
Career Service Activities

STAT

Page Denied

Next 3 Page(s) In Document Denied

MR. COFFEY $5/12$

REGISTRY

Page Denied

5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT   :   Career Service Activities

REFERENCE   :   Memo dtd 7 Apr 72 to ExDir fr D/Pers, subj: Executive
                   Development

1. In Referent Memorandum I suggested that we could advan-
tageously supplement the PMMP exercise with a one-time questionnaire
asking the career services a series of questions about their activi-
ties and preferred approaches to problems. Your expressed need for
reports on the ways leadership is being developed in the Agency
could be met much more readily if we were to gather certain informa-
tion from all of the career services. The kinds of background infor-
mation sought in the attached questionnaire also tie in quite closely
with the personnel issues listed in the agenda of the Director's
Annual Conference in May and with various other topics that you have
raised with me in memoranda and oral discussions. As I pondered some
of the issues in the agenda of the Conference, it became increasingly
apparent that more information is needed about the daily management
of our people within the career services as an aid to problem-solving
by top management.

2. The informational survey would deal not only with employee
development, but also with employee management, communications, career
service structures and methods, novel personnel approaches and inno-
vations, administrative flexibilities, and conditions of employment.

3. Since much of the information sought in the questionnaire
is not available in statistical form or currently reported up the
line, the replies and subsequent analysis should be helpful to the
Deputy Directors. The data should assist them in reviewing career
activities within their areas, and an Agency summary of the infor-
mation should be of interest to them in acting upon matters of common
concern within the Executive Committee. I am aware that the career
service replies will have to be collated in a way that an Agency
summary can be prepared, without improperly disclosing information
of concern only to a particular Directorate.

4.   If you agree with this proposal, I suggest you advise the
Deputies in the Director's Annual Conference of your interest in the
survey.   In view of the many items on the agenda, I believe a general
announcement of its basic purpose and advantages would be sufficient.
Following your concurrence, I plan to release the attached question-
naire for completion within 30 days.

/s/Harry B. Fisher

Harry B. Fisher
Director of Personnel

Att

Approved:

_____   _____
            W. E. Colby   Date
Executive Director-Comptroller

Distribution:
   0 - Return to D/Pers
   1 - ExDir-Compt
   1 - DDS
   2 - D/Pers
   2 - OP/PS (1 w/h)
   1 -

OP/P&C [   ]   (4 May 72)

STAT

MEMORANDUM FOR: Head of the   Career Service

SUBJECT   :   Career Service Questionnaire

1.   To increase the personnel effectiveness of the Agency, current
and emerging problems within the career services should be inventoried,
career management methods should be examined, and programs for personnel
development and utilization should be given additional impetus.

2.   The Executive Director-Comptroller and the Executive Committee
(comprised of the Deputy Directors among others) have already spent con-
siderable time in discussing ways of improving personnel management in
CIA.   Past meetings of the Executive Committee plus others forthcoming
reflect its conviction that (a) personnel management is necessarily a
decentralized process and (b) daily personnel actions undertaken within
the Directorates, career services and components should conform to over-
all personnel policies, approaches and guidances established by the
Director, Executive Director-Comptroller and the Executive Committee,
acting in their capacity as the executive managers of the Agency.

3.   Personnel issues currently confronting these officials include
employee productivity, leadership, mobility, young professionals, employee
attitudes, communications and greater responsiveness to personal needs
by management.   The interrelationships of these topics must be carefully
evaluated, and most of these subjects have ramifications that need to be
identified and considered.

4.   It is apparent that recommendations for improving Agency person-
nel programs and processes must not only command the support but also
the active involvement of the Executive Committee and other top officials.
Active involvement -- meaning approval of major actions having Agency-
wide significance and monitoring of results -- is contingent upon an in-
creased awareness of career service activities and problems.   Moreover,
feedback to the Executive Committee on the implementation of the actions
they approve is likewise needed to insure that desired personnel objec-
tives and goals are uniformly pursued.   For these reasons the Executive
Director-Comptroller has asked me to canvass each of the career services
on certain aspects of their personnel programs.   The items of interest
are contained in the attached Questionnaire.

5.   I want to stress the point that the Questionnaire is designed to be a source of information, rather than an attempt to press for identical actions within each career service. It may prove desirable, however, to compile and distribute a summary of preferred approaches and innovations used by individual career services that could be tried as applicable in other areas.

6.   It is requested that your responses be straightforward and sufficiently detailed to reflect any special attributes of your career service that have a significant bearing on your particular approach to career management.

7.   Please advise if my office (Chief, Plans Staff [   ] can be of any assistance to your career management officer, personnel officer, or other official whom you may designate to do the detailed work in preparing a reply for your consideration. Your response is requested within three weeks from the time this memorandum is received.

STAT

                              Harry B. Fisher
                              Director of Personnel

Att

CAREER SERVICE QUESTIONNAIRE

_____ Career Service

1. How does the career service identify its more promising officers? What principal criteria are used?

2. How does the career service identify marginal performers? Are formal ranking procedures used?

3. How may an employee express his preference for future assignments or training? What is done for young officers who, during the first year or two of employment express a wish for a different assignment more compatible with personal interests and skills?

4. How does the career service enable its junior and mid-level officers to participate in decision-making or other management activities?

5. Do you have a preferred set of developmental experiences--assignments and training--that you arrange for young professionals during their first three or more years? Is there a formal rotational program?

6. Do you have a preferred set of developmental experiences--assignments and training--that you arrange for officers through the junior and middle ranks to the executive level?

7. Are Headquarters assignments usually decided well in advance of the time the incumbents are scheduled to leave, or are they more often than not decided as vacancies arise? If the latter, do you have a formal or semi-formal system for making such assignments?

8. What professional jobs in the career service were filled by individuals of another career service during the past three years? Please list the number and types of jobs involved, and the main reasons why the assignments were made.

9. How does the career service inform employees of personnel decisions, e.g., promotions, assignments? Who informs individuals who are judged to lack potential to advance further in grade or responsibility?

10. Do career service procedures dealing with personnel assignments differ for occupational groups?

11. What has the career service done about the training and development of low-graded and unskilled employees?   STAT

12. Beyond those outlined in [   ] does the career service have specific standards or criteria for recommending Quality Step Increases? If so, please describe.

13. Does the career service provide career counseling for each employee? If so, how?

14. What jobs were filled by women during the past two years that heretofore were filled only by men? What is being done to open new job areas to women?

15. Do career boards initiate or review recommendations for QSI's and Honor Awards? Do you have reward systems other than QSI's, Honor Awards, and promotions?

16. Do you have written statements of the qualifying experiences and skills needed for advancement from journeyman to senior positions?

17. How far into the future are personnel input requirements estimates projected?

18. What procedures have you established to "weed out" poor employees during the one-year trial and three-year career conditional periods?

19. How do you identify and develop clerical and technical personnel who appear to have capabilities of becoming professional careerists?

20. What is done to determine the retirement intentions or interests of employees eligible for retirement?

2

TRANSMITTAL SLIP	DATE

TO: DD/S

ROOM NO. 7D-18	BUILDING Hqs.

REMARKS:

FROM: ER

ROOM NO.	BUILDING	EXTENSION

FORM NO. 241
1 FEB 55

REPLACES FORM 36-8
WHICH MAY BE USED.

(47)

72-1847

5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT   : Career Service Activities

REFERENCE   : Memo dtd 7 Apr 72 to ExDir fr D/Pers, subj: Executive
                     Development

        1. In Referent Memorandum I suggested that we could advan-
tageously supplement the PMMP exercise with a one-time questionnaire
asking the career services a series of questions about their activi-
ties and preferred approaches to problems. Your expressed need for
reports on the ways leadership is being developed in the Agency
could be met much more readily if we were to gather certain informa-
tion from all of the career services. The kinds of background infor-
mation sought in the attached questionnaire also tie in quite closely
with the personnel issues listed in the agenda of the Director's
Annual Conference in May and with various other topics that you have
raised with me in memoranda and oral discussions. As I pondered some
of the issues in the agenda of the Conference, it became increasingly
apparent that more information is needed about the daily management
of our people within the career services as an aid to problem-solving
by top management.

        2. The informational survey would deal not only with employee
development, but also with employee management, communications, career
service structures and methods, novel personnel approaches and inno-
vations, administrative flexibilities, and conditions of employment.

        3. Since much of the information sought in the questionnaire
is not available in statistical form or currently reported up the
line, the replies and subsequent analysis should be helpful to the
Deputy Directors. The data should assist them in reviewing career
activities within their areas, and an Agency summary of the infor-
mation should be of interest to them in acting upon matters of common
concern within the Executive Committee. I am aware that the career
service replies will have to be collated in a way that an Agency
summary can be prepared, without improperly disclosing information
of concern only to a particular Directorate.

4. If you agree with this proposal, I suggest you advise the Deputies in the Director's Annual Conference of your interest in the survey. In view of the many items on the agenda, I believe a general announcement of its basic purpose and advantages would be sufficient. Following your concurrence, I plan to release the attached questionnaire for completion within 30 days.

STAT

Harry B. Fisher
Director of Personnel

Att

Approved:

W. E. Colby
Executive Director-Comptroller

Date

Distribution:
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5 MAY 1972

Director of Personnel
5 E 56 HQ

Executive Director-
Comptroller 7E12 HQ

You will note that we have
reduced the original Executive
Development study to a briefing
paper for your use to stimulate
discussion at the conference.

Since we have not had an
opportunity to brief you on PMMP,
I have also included a paper which
briefly describes the Program and
identifies certain modifications
incorporated. Although latter
paper prepared for your approval,
you may well want to defer such
action until we have opportunity
to brief you fully.

Harry B. Fisher
Director of Personnel

OD/Pers/HBFisher:dpm (4 May 72)

ADMINISTRATIVE - INTERNAL USE ONLY

5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT   :   Briefing Information on Executive Development
                   for the Director's Annual Conference

1. In accordance with your request, I have prepared a
summary of the salient points covered in the earlier submission
of an executive development proposal. I also included in the
Briefing Sheet some comments relative to the importance of
quality leadership in appreciation of the fact that leadership
is listed as a topic of discussion in the Conference Agenda.

2. As noted in the Agency's Executive Development Plan,
primary reliance should be placed on the Personnel Movement
and Management Process (PMMP) as modified to simplify its
provisions and to sharpen the focus on emerging problems in
the career services (attached). Because of the significance
attaching to this material, I think it would be appropriate to
acquaint the Deputy Directors with the essential changes that
have been made in the PMMP Program since their original en-
dorsement.

/s/Harry B. Fisher

Harry B. Fisher
Director of Personnel

Atts

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OP/P&C/PS [   ] (3 May 72)

BRIEFING PAPER ON LEADERSHIP AND EXECUTIVE DEVELOPMENT

The Need To Improve the Executive Developmental Process

-- For over two decades, businessmen, psychologists, educators and Federal administrators have given special attention to ways of improving the quality of organizational leadership. In some businesses executive selection and development have become the first priority of management.

-- Many approaches and innovations have been tried. Today, it is generally acknowledged that executive development in the Federal Government has had limited success. This comment also generally applies to industry.

-- Although no simple set of leadership predictors or single method of developing leaders has yet emerged from all of the agonizing, theorizing and experimenting that has occurred over these past years, the search goes on. Emphases are changing, however. For example, previous concentration on lists of executive traits (some have exceeded 200) has given ground to the growing realization that successful executives are unalike and do different things, requiring different attributes and experiences. Moreover, rapidly changing technology and cultural values pose new dimensions and challenges, importantly affecting the selection and development of leaders. The current development of leaders and potential leaders should include exposures to the human and informational sciences as well as to traditional management functions, e.g., directing, budgeting and controlling.

-- The growing importance and urgency attaching to executive development are attributable to a number of reasons:

  -- One is the growing complexity of the leadership role. Effective leadership is primarily the maintenance by the executive of a successful relationship between himself and his subordinates. It is a relationship in which the head sets the program objectives and priorities and provides the proper climate for challenging work; and it is a relationship in which his subordinates understand the objectives, find satisfaction in achieving them, do the work and make at least some of the decisions. In this sense, I am sure you will agree that CIA, as most other organizations, has a way to go.

  -- Another reason for seeking to improve the quality of leadership is the dilemma that organizations face in managing the conflict between the need for leaders to specialize during their careers but be knowledgeable of several fields when they become managers. It is apparent that officers picked for leadership usually owe their selection to individual prowess in ascending a rather narrowly prescribed vertical, functional ladder. It is equally apparent, however, that preparation of an individual for executive responsibility can best be achieved by exposing him to several areas or disciplines that will later fall within his purview as a leader. The need for career broadening of

candidates with leadership potential helps to explain persistent efforts to use mobility and rotation as principal methods of executive development.

-- A third reason is a growing awareness that organizations can no longer rely on the old adage "cream rises to the top" as the basis for selecting leaders. Almost automatically, a hierarchial system will produce enough people to fill executive vacancies, but experience has shown the process of choosing a quality or superior leader is a time-consuming exercise, entailing the observation of several candidates under stress, in a variety of developmental situations.

-- Mature organizations facing an accelerated large turnover of executives within a few years are especially affected by problems of leadership quality and continuity; e.g., China. Even if no vacuum in the top leadership is expected, the continuing departure of other senior officers throughout the organization can have many disruptive effects unless systematic plans are made for their replacement.

-- No list of reasons for effective executive development would be complete without mentioning the dominant tone -- good or bad -- that leaders set throughout an organization. Their attitudes, effectiveness, style, openness and work habits largely determine the general mood and work approach of others. Optimum leadership effectiveness is a key to optimum organizational effectiveness.

Federal Program for Executive Development

-- The President, CSC and OMB have declared executive development to be a major goal in improving the quality and responsiveness of the Federal Service.

-- Five Guidelines have been enunciated for the establishment of an executive development program throughout the Government. Although not intended to be prescriptive, objectives of the Guidelines are to be observed, with approved adaptations, by all agencies. Timetables for implementation have been prescribed, and the CSC has been given responsibility to approve the developmental programs of individual agencies and to later evaluate their effectiveness.

-- The previously distributed paper on executive development contains a basic approach for the Agency to implement a program compatible with the Guidelines. The following are comments on the applicability of that paper to the Guidelines:

-- High level of organizational commitment: The Agency plan calls for the Executive Director-Comptroller and the Executive Committee to establish the policy for executive development, approve systems for uniform administration throughout the Agency; and receive information on results of the program for evaluation purposes.

-- Development Plans: The Agency plan agrees with the Guidelines that executive development must be tailored to individual needs, and it embraces the concept of developing executive incumbents (supergrades) and mid-managers with high potential (GS-13 and above). It also agrees that the number of officers to be developed must be related to the amount of expected turnover in executive positions. The Agency plan, however, offers a system of individualized planning and a compilation of their identifiable developmental needs into training and assignment inventories, rather than advocating the formulation of individual career plans. Previous Agency experience with this approach suggests that they are often unrealistic or incapable of implementation.

-- Mobility Program: To date, the Agency plan does not deal with this difficult problem. The Agency is obligated, however, to establish some kind of mobility program to meet the Guidelines and the desires of the Director. The significance of this issue has occasioned its presence on the agenda as a separate item.

-- Training Resource Utilization: This Guideline emphasizes the importance of relating training facilities to developmental objectives and individualized plans. The Agency plan calls for the increased management training of mid-managers with high potential in a course featuring discussion and application of a wide range of management theories and techniques; e.g., human relations, information sciences and traditional management functions. OTR is undergoing an intensive re-examination of training and development, including the use of training core programs and validation of training effectiveness.

-- Program Evaluation: An action plan will be prepared later.

-- Throughout the Guidelines runs the central theme that effective executive development depends upon the establishment of a system and structure for projecting executive turnover and developing a suitable number of candidates with high potential. The Agency plan recognizes the essentiality of process, as well as appropriate policies, by advocating the continued use, after modification, of the Personnel Movement and Management Program (PMMP).

-- As endorsed last year by the Executive Committee, PMMP serves purposes other than executive development. For example, it traces future turnover, and it provides for career boards to look at each careerist in terms of his advancement potential in future years. Evaluation of the promotional readiness of individuals in Grades GS-13 and above is an important element, however, in identifying mid-officers with high potential -- clearly a prerequisite to individualized developmental planning.

-- The Office of Personnel simplified the PMMP process after its first running to meet various suggestions of the career services and to better achieve its intended purposes. The following are the main changes proposed by the Office of Personnel preliminary to using this mechanism in implementing an executive development program in the Agency.

3

-- Within each career service, project the amount of turnover in Grades GS-11 and above and the promotional readiness of each careerist GS-11 and above to advance one or more grades during the next three years, instead of during a ten-year period as was formerly required.

-- Provide better guidances to the career services concerning the items of coverage in their annual Career Service Situation Reports, relative to the most pressing problems expected within the next three years.

-- As of 30 September, the Agency is obligated to report to the CSC on several aspects of executive development. Preparation of this report, presupposes that the Agency will have accomplished by that date inter alia, the identification of mid-managers with high potential, the preparation of individual programs for those so identified, and the establishment of mobility assignments (job rotations, task force assignments, details, interchanges, etc.). Meeting these objectives within the time allotted is a formidable task. It requires implementation of the Agency plan, including PMMP, throughout the Agency at the earliest opportunity and the establishment of career service inventories of developmental training and assignment experiences identified for individual careerists. Review of the plan and the modified PMMP (copies are available) are necessary first steps in meeting the prescribed timetable.

4

Next 1 Page(s) In Document Denied